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- Responsibility
- Shelter-Housing

Presentations

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[Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:](http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning)
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

OFLA
 April 2014

Keynote	Keynote - Enabling the Future.pptx.pdf Details Download 3 MB
Assessing for Learning Key Slides	Ohio handout.pptx.pdf Details Download 10 MB
Assessing for Learning Handout	Ohio Assessing for Learning Handout.docx

<http://lauraterrill.wikispaces.com/Authentic+Materials>

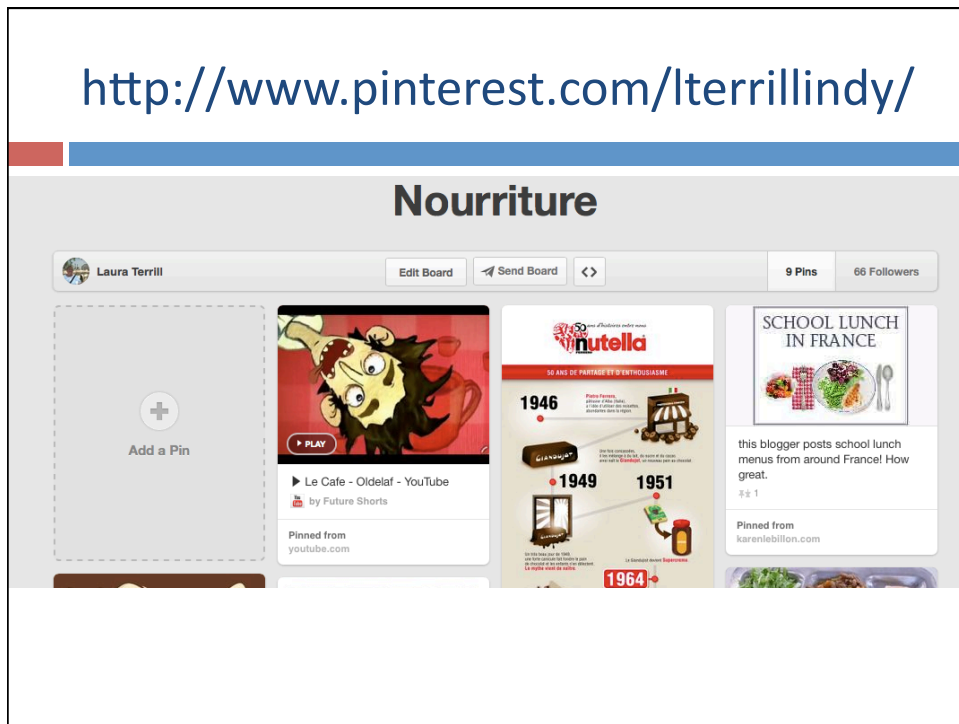
☆ Authentic Materials

Authentic Resources - Websites for a variety of materials

All Languages

ACTFL WebWatch – What's Online for Foreign Language Educators	http://www.actfl.org/publications/the-la-watch-online-archive?pageid=4446
Merlot World Language Portal	http://worldlanguages.merlot.org
NCLRC – Culture Club	http://www.nclrc.org/cultureclub/
Jim Becker's World Language Links	http://www.uni.edu/becker/index.html
International Children's Library	http://en.childrenslibrary.org
Bookbox - Children's Books	http://www.bookbox.com
Newseum Front Pages	http://www.newseum.org/todaysfrontpages/default
Thematic Unit Materials in Several Languages	http://micositas.com
Culturally Authentic Images	http://capl.washjeff.edu
Lyrics Trainings - Songs in Different Languages	http://www.lyricstraining.com

<http://www.pinterest.com/lterrillindy/>



huffingtonpost.com



huffingtonpost.com

Generation Y: 6 Gründe, warum unsere Kinder gegen uns rebellieren werden

Huffington Post | von Sebastian Christ



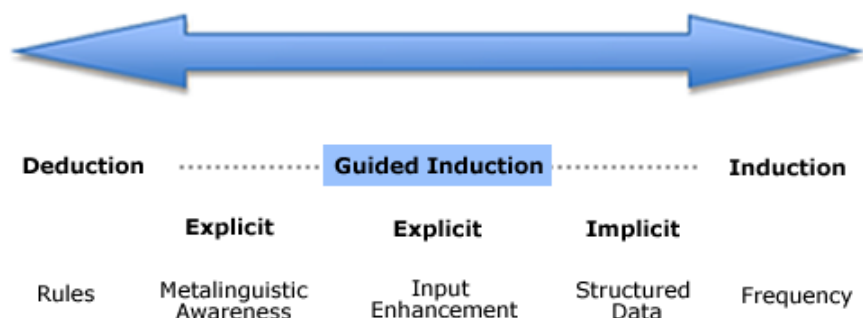
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Teaching Grammar

- Explicit instruction – explaining the rules of grammar
- Implicit instruction – acquisition of language, embedded in communicative context
- Deductive instruction – rules are explained
- Inductive – students use languages, no real effort to identify patterns of grammar

Grammar Continuum



<http://coerll.utexas.edu/methods/modules/grammar/03/>

El día que me quieras

Acaricia mi ensueño
el suave murmullo
de tu suspirar.
Como ríe la vida
si tus ojos negros
me quieren mirar.
Y si es mío el amparo
de tu risa leve
que es como un cantar,
Ella aquieta mi herida,
todo, todo se olvida
El día que me quieras
la rosa que engalana
se vestirá de fiesta
con su mejor color.

Y al viento las campanas
dirán que ya eres mía
y locas las fontanas
se contarán su amor.
La noche que me quieras
desde el azul del cielo
las estrellas celosas
nos mirarán pasar.
Y un rayo misterioso
hará nido en tu pelo
lucirnaga curiosa
que vea que eres
mi consuelo.

PACE

A. Presentation

1. Teacher shows magazine photos and posters of Luis Miguel with his music playing, in the background As a class. discuss Luis Miguel and who he is
2. Students listen to the song, 'El día que me quieras.'
Teacher will use question techniques to elicit the future form of verbs;
¿Cómo será el hombre/la mujer de sus sueños? ¿Será guapo/a

B. Attention to form

1. Give students cloze activity of the song.
2. Students listen to the song and fill in the blanks with the correct form of the verb in the future tense.

<http://web.cortland.edu/flteach/lessons/pace.html>

PACE

C. Co-Construction

1. As a class. review the correct verb forms in the cloze activity
2. List verbs on the board (Regular and irregular)
3. Discuss formation of the verbs and add other irregular forms

D. Extension

1. Students will answer the question "How will the world change when you fall in love?" by giving 5 examples in Spanish.
2. Divide groups by sex and students compare and choose most popular answers.
3. As a class, list examples on the board under 2 headings: boys and girls Compare similarities and differences and discuss "'Who is more romantic?'. OR "what will the man (woman) of your dreams be like?"

<http://web.cortland.edu/flteach/lessons/pace.html>

Getting the most out of a text



- What might you do as an **interpretive** task?

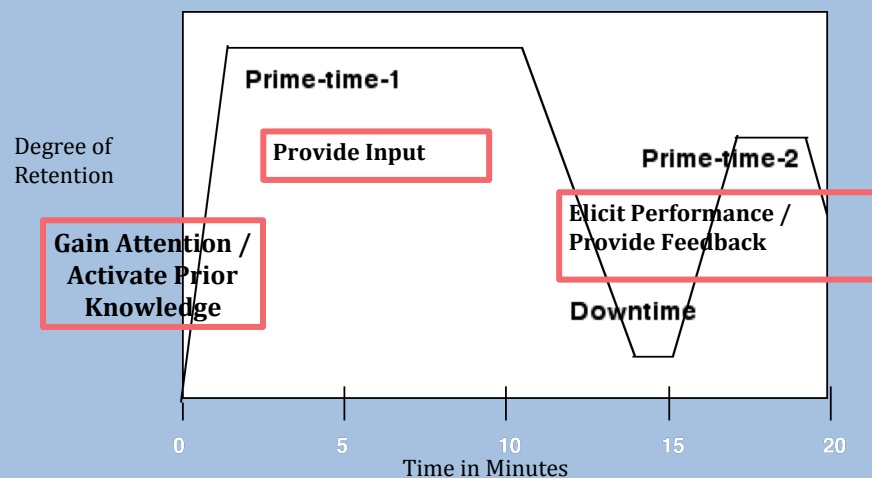


- What **interpersonal** conversation do you imagine students having with others?



- What might students do in the **presentational** mode?

Primacy-Recency



Global Challenges: Food and Hunger



Gain Attention



Students list words and phrases they associate with the images.

Provide Input:

Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

Students read the story of Binta.



Voici Binta. Elle et sa famille ont fui leur village en République centrafricaine il y a 5 mois. Ils ont perdu presque tous leurs biens sur le chemin. Il sont arrivés au Cameroun il y a deux mois et vivent maintenant dans un camp de réfugiés dans le village de Mbile.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

Le Mari de Binta



Voici le mari de Binta, Djouli. Il est en train d'expliquer au personnel du PAM comment sa famille vit dans le camp de réfugiés de Mbile. Il dit que l'aide humanitaire qu'il a reçu l'a beaucoup aidé mais qu'il est inquiet pour le futur.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

Elicit Performance/Provide Feedback

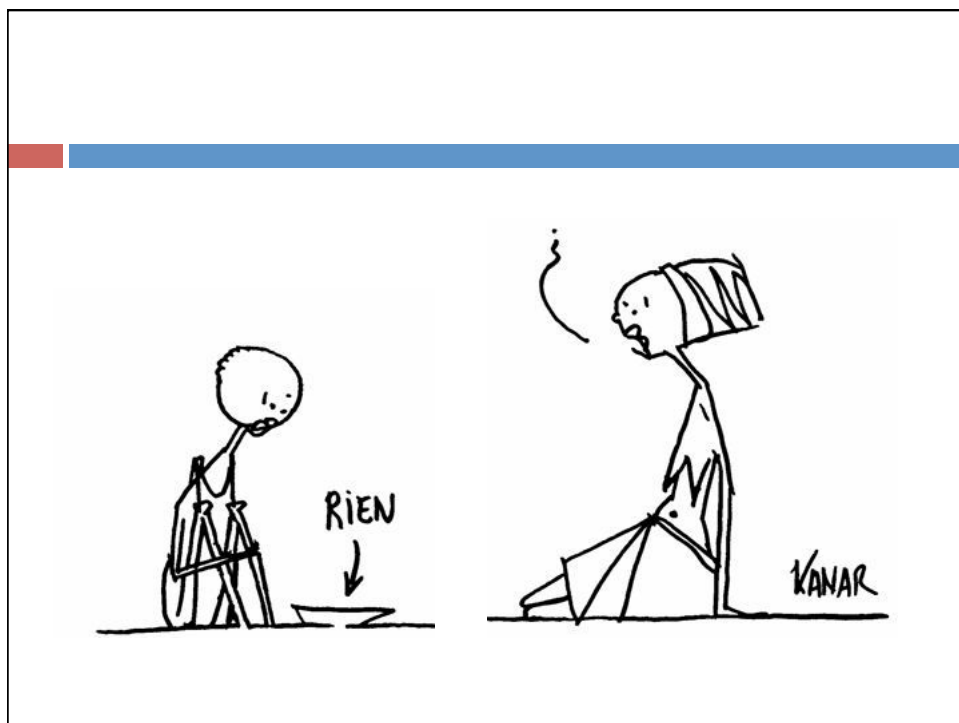
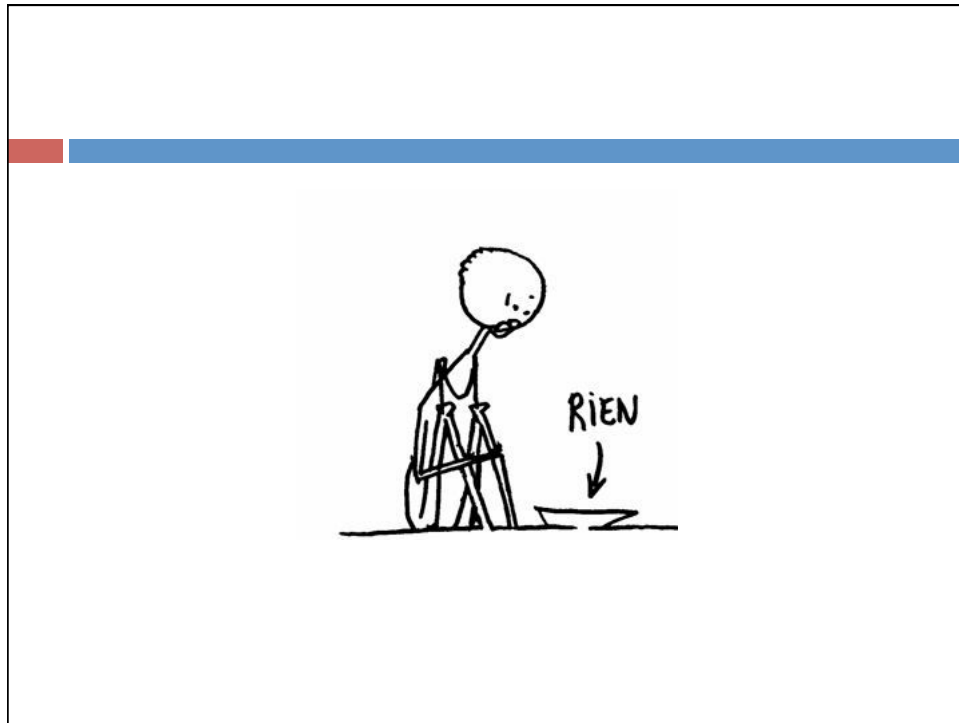
- Ask questions
- Make connections
- Track down most important words
- Make an inference
- Visualize
- Magnet summaries
- Proof for/proof against

Elicit Performance/Provide Feedback

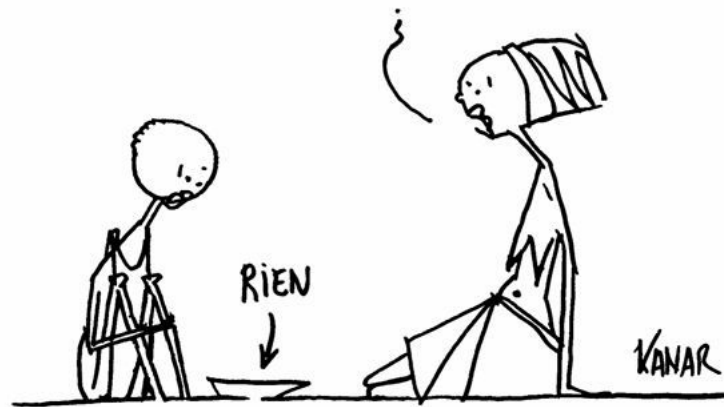
Quick Write



Using the graphic organizer you created with your group, write for (2) minutes about hunger — problems, causes and solutions. Include your personal thoughts.

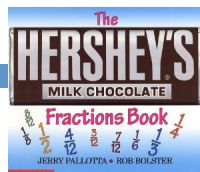


Pense UN PEU À TOUS CES MALHEUREUX OBÈSES
QUI ONT TROP À MANGER !



<http://sousalimentation.canalblog.com>

Chocolate



Quetzalcóatl, representado como la serpiente emplumada, era el dios bondadoso que enseñó a los hombres las artes de la agricultura, la astronomía, la medicina y las artes plásticas.



<http://1jour1actu.com>



L'ACTU DU JOUR

1jour
1actu!

PLANÈTE 9 juin 2012

Le mot du jour :
cacao

Bientôt la fin du chocolat ?



Sur cette photo, tu peux voir un employé récolter les cabosses d'un cacaoyer, à Divo, en Côte d'Ivoire, en octobre 2010. C'est dans ces cabosses que l'on trouve les fèves de cacao. Et c'est à partir de ces fèves que l'on fabrique le cacao. (© AFP Photo/Sia Kambou)

Comment faire un vrai chocolat chaudPremier



Premier ingrédient : de la patience. Un vrai chocolat chaud ne se prépare pas en cinq minutes. Mais ça vaut le coup ! (sinon on ne vous en parlerait pas)



El cacao en tiempos precolombinos

Nativos mesoamericanos consumían bebidas en base a cacao más de mil años antes de Cristo

- Origen del cacao: cuenca de los ríos Amazonas y Orinoco
- Primera evidencia de uso humano: 1100 a.C. en Puerto Escondido, Honduras




Escultura azteca de un hombre con un fruto del árbol del cacao



Fruto o mazorca
Pulpa
Nombre científico: Theobroma cacao

28 cm
6 m

Usos precolombinos

- Culinarios
- Medicinales
- Ceremoniales
- Dinero

Semillas de cacao

Fuente: ICDO

121107 AFP

El Chocolate

Desde el principio se consideraba el chocolate un regalo de los dioses. Los aztecas tenían un mito acerca de su origen divino. Según la leyenda, un dios vino a la tierra y trajo una planta de cacao robada del paraíso. Les enseñó a los indios a hacer el chocolate de las semillas. Los indios las tostaron y las molieron para hacer una bebida sabrosa. Los otros dioses castigaron al dios ladrón por lo que hizo: les reveló el secreto suyo.

El Chocolate

From the beginning the chocolate was considered a gift from the gods. The Aztecs had a myth about its divine origin. According to legend, a god came to earth and brought a cacao plant stolen from paradise. He taught the Indians to make chocolate from the seeds. The Indians roasted and ground the seeds to make a tasty beverage. The other gods punished the robber god because he had revealed the secret.

Tear Sheet Vocabulary



Chocolate



Each student has a page of images. Teacher tells the story, acting out and emphasizing details. Students identify order of images.



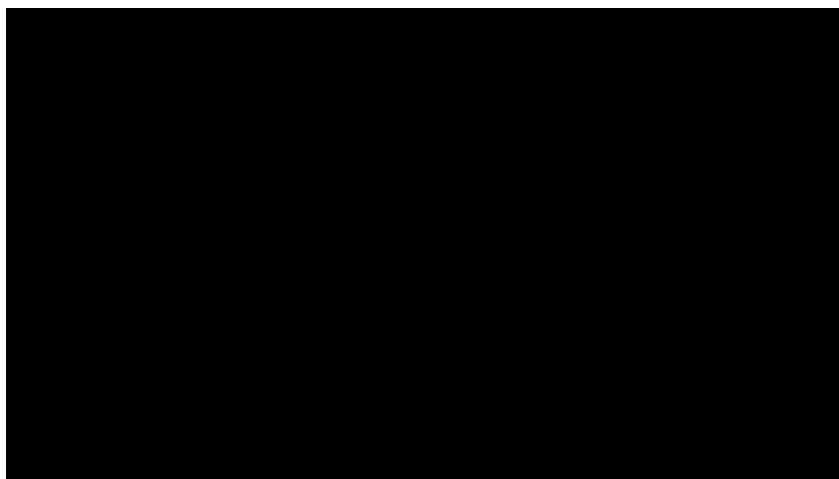
Students write a thank you letter to the robber god, thanking them for chocolate.



Students talk about chocolate / hot chocolate, when they drink it, what the weather is like, if they like it or not, if it's healthy for them.

Ma Vie au Soleil

<http://www.youtube.com/watch?v=NqyOJ7oUnbl>



Contemporary Life: A Balanced Lifestyle



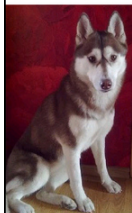
Watch sound off, generate a list of possible words and phrases. Read script, circle any words, write possible title. View again. Expand list of vocabulary based on video.



Create a padlet or use post-its to allow students to post sentences showing what they do to have some balance in their life.



Give each student an image. Use inner-outer circles. Tell students to ask and answer questions about the images they hold and talk until they find something in common. Rotate.

CHIEN PERDU

le 7 juillet 2011 à Torcy (77200)

perdu Husky de Sibérie

femelle marron et blanc

tatouage, puce: oui, mais étrangers!

la chienne est identifiée par puce électronique donc si vous la trouvez,
amenez-la chez un vétérinaire qui scanner la puce et aura les
informations.

Si vous avez la moindre information, s'il vous plaît contactez nous!

Mathilde, Tél: 07.86.51.86.54

Tatiana, Tél: 02.37.34.73.84

Email: olya.kravtsova@gmail.com

Récompense

Nous ne restez pas indifférent. Demandez à vos amis, peut-être quelqu'un
d'eux a vu ce chien. Merci beaucoup.

Se busca Poodle

Responde al nombre de "PELUDO"

Porta un collar color Rojo y una placa con
su nombre.

Fue visto por última vez frente al estadio de
Rangers.

Por favor, si lo ven llamen a uno de los
siguientes números, gracias.



74095582 ó 78660783



Se ofrece recompensa económica.

Contemporary Life: Our Animal Friends

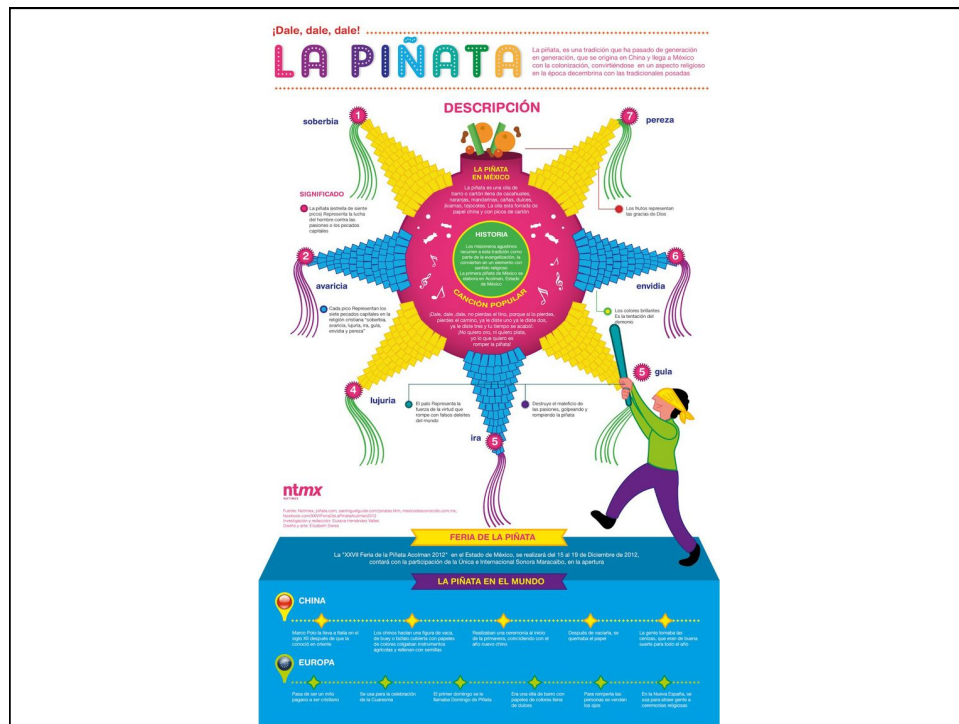
Read individually. Select the 4 most important
words and be prepared to say why. Complete a
graphic organizer – positive and negative traits.



Generate statements encouraging adoption of
pets in general.



Imagine the conversation that you might have if
you called Tatiana.



Summarize

3 big ideas
I heard today

2 strategies
I can use next week

1 "ahha"
moment